



Women's Rights National Historical Park
136 Fall Street
Seneca Falls, NY 13148

Education Program for Fourth Grade

Entering Upon the Great Work: The First Women's Rights Convention

A curriculum-based education program that explores the First Women's Rights Convention, the Declaration of Sentiments, and the people who brought about this beginning in women's rights by "Entering upon the Great Work" (from The Declaration of Sentiments). The program explores the people who planned the convention, and the rights that they hoped to achieve for women. The program includes activities utilizing the First Wave Statue Exhibit and includes a tour of the Wesleyan Chapel.



The Wesleyan Chapel

Pre-visit: Includes viewing the film "*Dreams of Equality*" and a classroom activity.

Onsite program:

Activity one; Planners and Participants (20 minutes)

Location: First Wave Statue Exhibit. 1st floor, Visitor Center.

Materials: First Wave Site Bulletin (child's version)

Staffing: One Ranger

Core activity: Students will learn about the various individuals who planned the First Women's Rights Convention by group activity using the First Wave Statue Exhibit.

Procedure:

1. The ranger explains that the importance of the First Women's Rights Movement was that it is regarded as the beginnings of the Women's Rights Movement.
2. The ranger explains that it required a number of people from different backgrounds to come together with a singular purpose of planning and hosting the convention.



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3. The ranger explains that the class will explore who these people were by using the First Wave Statue exhibit. The class will be broken up into groups of two or three. Each group will be given a copy of the First Wave site bulletin and the name of one of the individuals found in the statue exhibit. Each group will locate their statue, and then read the short biography found in the site bulletin. Also, each group will examine the statue, paying attention to such details as clothing, things held in hands, general physical appearance, etc.
4. After a short time, the class will be re-assembled. Each group will then give a brief presentation on the person assigned to them. If possible, the presentation will be without benefit of reading from the cards.

This activity relates to the following New York State Elementary School Learning Standards

*Social Studies; Standard 1 – The History of the United States and New York,
Sections 3 & 4.*

*English Language Arts; Standard 1 – Reading and Listening; Section 1.
Standard 4 – Listening and Speaking; Section 1.*

Activity Two; The Wesleyan Chapel (20 minutes)

Location: Wesleyan Chapel

Materials: None

Staffing: One Ranger

Core activity: Students will tour the site of the First Women's Rights Convention, learning about the significance of the event as well as the current state of the building and preservation efforts.

Procedure:

The ranger will provide a tour of the Wesleyan Chapel. Students will explore the structure and learn of its original size, dimensions, and architecture. Discussions are held on the importance of the convention, the Declaration of Sentiments, the rights that were struggled for, and the importance of participation in government, elections, jury duty, etc.

This activity relates to the following New York State Elementary School Learning Standards:

*Social Studies: Standard 5 - Civics, Citizenship, and Government;
Sections 4 & 5,*



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Activity Three; Connections (20 minutes)

Location: Back room in the Printshop

Materials: Icon plaquards, pieces of yarn.

Staffing: One Ranger

Core activity: Students will learn about the connections between individuals and groups, and how they were used to further their goals.

Procedure:

1. Using a large bulletin board or wall, a number of images will be posted on one side of the board, to include the Wesleyan Chapel, the Declaration of Sentiments, the Lily, the anti-slavery liberty bell, etc.
2. The students (or group) will each be given a picture of a person. The students will post the picture on the board. The student or group will then take pieces of yarn, and with pins or tape will connect the person to at least two images or two other people.
3. When making the connections, the students will explain what those connections are and why they were important.
4. The students will take from this activity the lesson that reform work required connections and net working, and communications between individuals and groups.

This activity relates to the following New York State Elementary School Learning Standards:

Social Studies: Standard 1 – The History of the United States and New York;
Section 4.

Standard 5 – Civics, Citizenship, and Government; Section 4.

Activity Four; Imagination Station (20 minutes)

Location: Park Classroom. 2nd floor, Visitor Center.

Materials: Activity Sheet

Staffing: Class Teacher

Core activity: Students will work on an Activity, using their imaginations and what they have learned to produce a drawing.



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Procedure:

Students will work on an Activity Sheet which relates to the activity immediately preceding this activity in the rotation schedule. They are as follows.

1. From exercise 2. in the Pre Visit materials, chose two of these words.
Abolition, Bloomers, Civil War, Convention, Declaration of Independence, Declaration of Sentiments, Quakers, Suffrage, Women's Rights.

Make a drawing that illustrates both of these words.

(Example: Quakers working in the Underground Railroad would illustrate Quakers and Abolition).

2. First Wave Statue Exhibit: Pick a person represented in the First Wave Statue Exhibit. Why do you think this person came to the First Women's Rights Convention? Make a drawing that illustrates this reason.
Examples – attended with a friend, attended with family members, interested in women's rights, curiosity, something different to do.
3. Connections: Think of a person who attended the First Women's Rights Convention. Now, think of something about them that connects them to the convention. Make a drawing that illustrates this.
Examples – Friendship with other attendees, family relations with other attendees, abolition, church or religion.
4. The Wesleyan Chapel: Think about why people thought it was necessary to have a Women's Rights Convention. What was the goal of the convention? Make a drawing that shows what some of the rights were that the convention attendees hoped to gain for women.
Examples: The right to vote, the right to own property, the right to attend college, the right to hold certain types of jobs, the right to serve on a jury.

This activity relates to the following New York State Elementary School Learning Standards:

The Arts; Standard 1 – Creating, Performing, and Participating in the Arts:



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Visual Arts; Section 1.

Post-Visit: Includes exercises and activities to do in class.

NYS Learning Standards met with this program

SOCIAL STUDIES

Standard 1 – The History of the United States and New York

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Standard 5 – Civics, Citizenship, and Government

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.
4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

ENGLISH LANGUAGE ARTS

Standard 1 – Language for Information and Understanding

Listening and Reading:

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing



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1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 4 – Language for Social Interaction

Listening and Speaking

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

THE ARTS

Standard 1 – Creating, Performing, and Participating in the Arts

Visual Arts

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.